



**Addis Ababa University**

**College of Education and Behavioral Studies**

**School of Psychology**

**Consistency of Parenting Styles Employed by Mothers and Fathers  
in Intact Households: The case of Grade Eight Students at Safari  
Academy**

**By**

**Israel Adugna Kuma**

**June, 2020**

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**This Thesis is submitted to the School of Psychology in Partial Fulfillment of the  
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## **Declaration**

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in another university, and that all sources of materials used for the thesis have been duly acknowledged.

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## **Abstract**

*This study was conducted to investigate the consistency of parenting styles employed by mothers and fathers in intact households. The objective of this study was to examine how consistent are paternal and maternal parenting styles and how parenting styles of parents differ due to the sex of the child. The study used a purposive sampling to select the school and using systematic sampling technics to total of 197 student who s were selected for the study. Quantitative data have been collected by using structured questionnaire. Data collected were analyzed by using SPSS version 20 and presented in descriptive statistics, tabularization and chi-square. Accordingly, finding revealed that 62% of respondents perceived their parents as consistent parent in their parenting styles. Among these consistent parents, 39.6% of respondent's families practice Authoritative parenting styles followed by Indulgent, Authoritarian and Neglectful 29.3%, 21.3% and 10.7% respectively. The dominant parenting styles practiced by fathers happen to be Neglectful parenting style whereas the highest number of mothers perceived as Authoritative parent. No statistical significant difference in the score between paternal parenting styles and sex of the child ( $\chi^2=2.978$ ,  $df= 3$ ,  $P>.005$ ) and No statistical significant difference in the score between Maternal parenting styles and sex of the child ( $\chi^2=4.531$ ,  $df=3$ ,  $P>.005$ ) which implies, parenting styles of mothers and fathers does not vary on account to sex of the child.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Adolescence is an exciting and dynamic period for young people. Elise and Kenneth, (2005). Adolescents are challenged with body change and different development in their bodies. This age is much known for the consistent renegotiating their relationships with family and their surroundings (cited in Able, 2015).

Different research findings revealed that parent- child conflict gets higher during adolescence period than childhood. As Antenehi (2009) there are lots of factors for the contribution of the conflict between the parent and their adolescence. Biological change of puberty, cognitive change and social changes focused on independence and identity.

According to Barnes, Hoffman and welt (2006) during the critical period of the adolescents' life, parents' positive relationship with their adolescents significantly influence on creating preferable behavior. However, if the parents fail to construct this relationship and unable to reinforce positive behavior, the parents will experience weak bonds with their children (Crosswhite and Kerpelman, 2009).

According to Simon and Conger (2007), researchers suggested that children have a tendency to benefit from being raised by an Authoritative parent . According to Simon and Conger, these researchers assess the parenting style of mothers and assume that fathers parenting the same way. However. Parents display different approaches to parenting. When parenting styles of both parents are not consistent, children can feel confused or conflicted with different expectations

from mother and father. Also, when parents seem so different, children can be drawn more to one parent or the other because of their affinity for the specific.

In Ethiopian context, there are number of researches conducted in regard to Parenting. For examples Abesha(2012), Dame(2014),Henock(2014), Kassa (2014), Sileshi and Sintayehu (1998) and Yekoyealem Dessie (2005). However, the researcher couldn't come across a study with the idea of parenting style consistency. Taking in to account this gap, this study sets out to assess if the parenting styles employed by fathers and mother are consistent or not.

## **1.2 Statement of the problem**

When researchers did studies on the parenting styles of both parents, there has been little focus on the ways in which the parenting styles of mothers and fathers coexist and the impact of these various patterns on child development (Simon and Conger, 2007). Scholars addressed that there are several factors that contribute to the quality of the parenting behavior of mothers and fathers during adolescence. Some of these factors include personality of parents, social and cultural contexts and adolescents' behavior .Within the socio-cultural determinants of parenting SES and parents experiences of particular parenting behavior in childhood were significant in shaping their later parenting behavior (Belsky, 1984).

Baumrind categorized parenting styles in to authoritative, authoritarian and permissive using the parenting aspects of control. Subsequently, Maccoby and Martin (1983) suggested a revised model of parenting style with two dimensions of responsiveness and demandingness. Hence, the dimensional approaches to parenting were more comprehensively used across various studies (Baumrind ,1966, 1967;Maccoby and Martin ,1983).

In this regards, research among Ethiopian parents lacks firm conclusion. For instance, Levin (1965) and Habtamu (1974) concluded that the dominant parenting style is authoritarian, while Abesha (1997) and Yekoyealem (2005) reported that authoritative parenting was the most widely used parenting style among parents in Ethiopia (Cited in Abesha, 2012).

As stated earlier so many researches have been made on parenting and its related issues in Ethiopia. According to the study conducted by Seleshi and Sintayehu (1998), parents' child rearing practices vary depending up on the sex of the children and this variation in parenting styles in turn influences the school performance of children. Parents tend to be less accepting and more hostile towards their sons than towards their daughters.

Abesha ,(2012 ) stated that, as a collective society, Ethiopian parents employ child-rearing practices in socializing their children in accordance with their cultural and religious beliefs, traditions, norms, and value systems. According to Abesha, most of the research conducted in Ethiopia on parenting, showed that an authoritarian parenting style was predominantly employed among families in Ethiopia.

Explaining the challenges of research on identifying parenting styles, Darling and Steinberg (1993) claimed that it is difficult to categorize a parent into a single parenting typology. Indeed, for example, the mother may display an authoritative style while the father favors a more permissive approach. In asserting this Chao (2001) reasoned that the difference was mainly due to parents might use more than one type of parenting style at different times and with different children in a single family.

As stated earlier, majority of researches on parenting were highly concentrated on the relationship between the parents' behavior and its consequences on the development of children.

In their study Dornbusch, Ritter, Liederman, Roberts, & Fraleigh (1987) pointed out that parent's behavior can be determined by family status of being intact or broken. Accordingly, parenting behavior of fathers and mothers varies among these families status since, the concept of parenting itself is distinct in the two families.

To the knowledge of the researcher, there is no study in local context that investigated the consistency of paternal and maternal parenting styles in intact households. Researches in the field of parenting styles have often focused on the effect of maternal parenting style or has considered the average parenting style score of both parents by assuming that, the father's style is the same as that of the mother. In most studies, the attitudes and parenting styles of mothers and fathers are mixed to provide a single score pertaining to parenting style. However, there is no clear evidence to suggest that the two parents are consistent in their styles of parenting. In light of this fact, examining the consistency between the parenting styles exercised by the two parents is logically important. .

The main purpose of this research is therefore, to establish clear understanding of the consistency of parenting styles. Besides, the study also examined if there is parenting styles differences due to the sex of the child.

Following the line of inquiry indicated above, the study attempted to answer the following questions.

1. Are maternal and paternal parenting styles exercised in intact households consistent?
2. Do maternal and paternal parenting styles significantly differ due to the sex of the child?

### **1.3 Objectives of the study**

- ❖ The general objective of the research was to investigate if parents do employee consistent parenting style in the family.

The study was specifically designed;

- To examine how consistent are paternal and maternal parenting styles
- To investigate how parenting styles of parents differ significantly due to sex of child
- To inspect which parenting style is more dominantly used by mothers and fathers.

### **1.4 Significance of the study**

Children achieve the most positive outcomes when they are reared by authoritative parents (Maccoby and martin, 1983). Although different researcher suggests that children tend to benefit from being reared by an authoritative parent. Simon and conger (2007) cited (Marsiglio, Amato, Day, & Lamb, 2000), These Researchers often assess the parenting style of mothers and assume that fathers parent in the same way. Nevertheless, we have limited information regarding the extent to which fathers and mothers show similar styles of parenting. If this is the case, it raises the issue of the manner in which these contrasting approaches to parenting influence child development.

The findings of this study have both theoretical and practical values. The theoretical significance is to enhance the understanding of parenting inconsistency between the two parents and how parenting influence child development. The practical significance is primarily for parents, since getting adequate knowledge about importance of consistent parenting and good parenting may help parents develop effective parenting skills and improve their parenting practices. On the second place, policy makers, schools, psychologist and other governmental and non-

governmental organizations who are involved in works related to psychosocial development of adolescents can also use the results.

### **1.5 Delimitation of the study**

The present study was confined to Addis Ababa particularly to Bole Sub-city. The study was conducted in Safari Academy Elementary school. The school is a private school where most of the children who study there come from middle class families. The researcher picked Safari Academy Elementary School as a research site due to the convenience for the researcher who resides very close to it.

This study intended to evaluate the perception of children on their parents' parenting style. Participants of the study are under 18 years. However, due to different inconvenience, the researcher unable to ask permission of the participants to get their guardians' consent to allow them to participate in the study.

## **CHAPTER TWO**

### **LITERATURE REVEIEW**

#### **2.1 Conceptual Background of Parenting Styles**

Parenting is a socialization process through which parents transfer their cultural values, beliefs, traditions, and norms as well as other socially and culturally desirable behaviors to their children. Parenting role is to provide, guiding and supporting the child and continues to be essential during the adolescent years (Brooks, 1994; Damon, 1983).

Child rearing practices is a form of socialization process whereby a member is trained and nurtured in such a way that he/she learns the way of life of his or her people in order to become a useful members of the society and this provides opportunity for the survival of the society Kassa (2014).

The common responsibility of child rearing is basically carried out by biological parents of the child. In many cases, children can be grown by others who have no biological relationships with them for example, may be an older sibling, grand parent, a legal guardian, aunt, uncle or the government and societies. Adopted children received parental care from non-parent blood relations others may be raised in foster care.

Parental involvement has impact on positive outcomes in adolescent behavior, such as Self-confidence, achievement and self-reliance. During late childhood and adolescence, family is the most dominant influence to develop the identity among other influences outside the home (Fischer & lazerson ,1984 ).

Children internalize and take the values of their parents as their own. Parenting has been the primary source of the idea that values are transmitted from parent to children rather than being constructed by the child from experience. The relationship between each parent and child is a very personal and private matter (Faber & Mazlish, 2012).

Besides, parents try to determine the environments in which their sons and daughters will spend their time safely. Parents have greater influence on their children in the social, economic and school activities (Martin; Maccoby, 1983).

## **2.2. Child Discipline Practices**

Parenting and Child discipline practice are the two side of a coin. According to the Office of minister for children and youth affairs (2010), central to the process of the socialization of children are the parenting behaviors and discipline responses which children experience within family settings. In these family unit contexts, sons and daughters graphically internalize social standards and expectations in which they are brought up, that facilitate, in turn, greater self-regulation skills and responsibilities. knowledge of the range of disciplinary tactics used by parents and of parental values and attitude to discipline strategies is, therefore, essential in order to promote and support effective and constructive parental discipline responses with children and young people. According to Kassa (2014), Discipline is the process of teaching children the values and normative behavior of their society. A distinction has been drawn between power-assertive disciplinary methods (i.e. physical punishment, threats) love with drawl disciplinary methods (i.e. with holding attention, affection or approval, or expressing disappointment or approval) and inductive discipline strategies (i.e. reasoning, reminding children of rules and explaining the impact of children's behavior on others). Inductive discipline has been found to be

more effective in terms of promoting children’s internalization of moral and social values (Wisson, 2002; Kerr et al, 2004; Holden, 2002; cited in kassa, 2014).

### 2.3 Parenting Style

Diana Baumrind is a developmental psychologist at the University of California at Berkeley. She is the pioneer researcher in the area of parenting styles. Her theory is that there is a close relationship between parenting styles and children’s behavior, which lead to different outcomes in the children’s lives. Based on extensive observation, interviews and analyses, Baumrind initially identified three different parenting styles: authoritative parenting, authoritarian parenting and permissive parenting.

Maccoby and Martin (1983) conceptualized parenting styles in to two dimensions by expanding Baumrind’s permissive parenting into two different types: permissive parenting (also known as indulgent parenting) and neglectful parenting (also known as uninvolved parenting) based on two dimensions of parenting , Demandingness refers to the extend parents control their children’s behavior or demand their maturity and Responsiveness refers to the degree parents are accepting and sensitive to their children’s emotional and developmental needs Maccoby and Martin (1983).

**Table I A Two-Dimensional Classification of Parenting Styles**

	Accepting/ responsive /child centered	Rejecting /unresponsive/parent-centered
Controlling/ Demanding	Authoritative	Authoritarian
Low in control/ undemanding	Indulgent	Neglectful

Source: E.E. Maccoby and J.A. Martin (1983) (cited in Sileshi and Sintayehu ,1998)

### **2.3. 1 Authoritative parenting style**

Authoritative parents are characterized by reasonable demands and high responsiveness. Parents from this style, allow their children to freedom with consistent rule and boundaries. While authoritative parents might have high expectations for their children, they also give their resources and support that the children need to succeed. These parents combine warmth and support with enforcement of rules and use of authorizations when necessary (Santrock, 1999; Conger, 1991).

According to Baumrind (1971), authoritative parenting style open communication between parent and children with encouragement of verbal give and take. There is recognition of the right of both parents and children. According to Yekoyalem, (2005) Adolescents of authoritative parents learn how to negotiate and engage in discussion and children's idea are valued. For this reason, children are more socially competent, responsible and self-sufficient.

### **2.3. 2 Authoritarian parenting style**

Authoritarian parents are highly demanding but they are not responsive. They are not open for fun, praise and encouragement. Rather, they stick to their rules. There is no room for explaining why the obligation is given to children. Such parents rush to deal things with punitive measures. In this parenting style, there is no two way communication. Only parents are the source of power and decision and children are expected to accept whatever comes from them is right. Adult's idea is permitted to primacy over the children. . According to (Santrock, 1999: Conger, 1999: Baumrind, 1971) through different research, children from Authoritarian family are less dependent and they possess lower self-esteem.

### **2.3.3 Indulgent (Permissive) parenting style**

Permissive parenting style characterized by low demands with high responsiveness. Permissive parents tend to be very loving, yet provide few guidelines and not regular rules and discipline. According to Steinberg (1993), these parents do not expect mature behavior from their children and often seem more like a friend than a parental figure. According to Stantrock (1999) some parents deliberately rear their children in this way because they believe the combination of warm involvement with few limitations will produce creative and confident child. The children from indulgent family reported as independent, possess egocentric tendencies, and encounter more problems in relationships and Social interactions and unable to take social responsibility.

### **2.3.4 Neglectful parenting style**

According to Maccoby & Martin (1983), neglectful parents are very neglectful to their children. They are not demanding also they do not expect from their children.

Neglectful parents do not participate in shaping their teens' actions. As a result, teens are allowed to make many decisions without parental input (Yekoyealem, 2005).

Children from this parenting style are out of control. Adolescents and young children from neglecting homes are more likely to have negative behavior outcomes like being violent, aggressive and encounter more delinquency and addictions problems.

Different interested researchers like (Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994). Lamborn et al. (1991) conducted research on the fourfold classification of parenting style. They found that adolescents who considered their parents to be authoritative had higher levels of psychological competence and

lower levels of psychological and behavioral dysfunction in comparison to adolescents who perceived their parents as neglectful. Students who believe they have authoritarian parents do well with obedience and conformity to adult standards however, they show relatively poor self-conceptions. Adolescents with permissive/indulgent parents have a strong self-confidence but they also experience more problems with drug experimentation and misconduct in and outside of school (Avidan Milevsky ; Melissa Schlechter ; Sarah Netter ad Danielle Keehn, 2006).

## **2.4 Parent- child relationship**

According to Price (2016) and Yekoyealem (2005) strong parent-child relationships are very important for all families. The Communication between parents and children has great role on the strength of the relationship between the two. When there is quality time or good communication between parents and children, children will have an autonomous life and self-confidence. On the contrary, Poor communication and luck of quality time within the family will lead to challenges.

Inconsistent parenting is likely to lead to less conformity to parental rules on the children's behalf. Children need consistent rules and that is unlikely when parents don't agree on ways to discipline and show love and warmth to their children (Moses-Passini, Pihet, & Favez, 2014).

Bowlby (1988), the failure of the maternal attachment would lead to serious negative consequences and affectionless psychopathy. According to Bowlby, a child behaves in a way how closely he/she attached to his /her caregiver/ parent and the quality of attachment of the parents with their children is the factor for child's development with the right kind of care.

Price, (2016) stated that, stressful moments are the pioneer in leading a family to a poor communication between parent to child.

## **2.5. Factors affecting healthy relationship of parenting**

### **2.5.1 Socio economic status**

H. Bradley et.al (2002), Socio economic status plays a huge role on the way parenting handle with in a family. According to these researchers, different research shows that Socio Economic Status is associated with a wide array of health, cognitive, and socio emotional outcomes in children, with effects beginning prior to birth and continuing into adulthood. SES is linked to the child-wellbeing and quality parenting with most involving differences in access to material and social resources or reactions to Stress-inducing conditions by both the children themselves and their parents.

Socioeconomic factors appear to have a direct effect on parenting behavior. Different researches reported that, heavy income loss in families were associated with more punitive, arbitrary, and rejecting parenting by fathers and decrease in parental nurturance and an increase in inconsistent discipline by both parents.

### **2.5.2 Parental Education**

A study conducted by Sileshi and Sintayehu (1998) parenting styles has a direct relation with the parental education. The result of the study conducted by these researchers reviled that, parents with high education background are reported as authoritative in their parenting style.

Abera (2017) cited Stevenson and Baker (1987), the researcher examined the relation of parental education to parental school involvement and children's school performance. The finding showed that, educated parents are more involved in children's education. Those who are

involved in school activities have more information about their children's school and helped their children on timely manner.

Benjamin Ann says, "The mother's education is one of the most important factors influencing children's reading levels and other school achievements. Generally, traditional research has revealed that more highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in school." Additionally, according to Anna "children of mothers with high levels of education stay in school longer than children of mothers with low levels of education." Mostly, parents who have completed levels of higher education are more involved in their children's education (cited in Siyane, 2014).

In her study on the parental education for girls academic achievement Siyane (2014) stated that about 90% of students who scores higher grade 'A' and 'B' reported that, they are highly encouraged by their parents and get daily educational follow-up. These parents help on homework, visit school and attend any meeting at school. To the contrary, a study finding revealed that, children with lower grade 'c' and below, about 49 % of their parent do not involve in children's school.

## **2.6 Gender role and Parenting**

Gender is one of the main factors that affect parents how to perform their parenting and it also influence the children the way they respond to the parenting because of inherent or socialization differences between men and women: (Bronfenbrenner, 1986).

According to Kassa (2014), parents are the primary agent for children's socialization. They play an essential role for basic values and practices that encourages and develop learning in the children's life.

Social learning theory is theorized by Albert Bandura. He suggests that people learn from one another through observation, imitation and modeling. According to this theory, parents or caregivers use the power of modeling to teach children those behaviors and emotions, which will support the most optimal outcomes. Through parent-to-child relationship, Children are in the presence of their parents frequently, and are naturally attracted by their parents, for this reason, they model their parents and this is what Bandura calls Associational preferences (Bandura, 1971).

Gender role is the socialization process. It is a learning of the surrounding cultures which is inculcated to children that to act out as a masculine and feminine roles. Deme added that, gender roles contribute to different ways of thinking and acting and that associate different social obligation and privileged with men and women Deme (2014).

There are significant gender based differences in parenting styles. Few researchers concluded that, Mothers tend to be nurturing commentators and on the other hand, Fathers most often alternate between being strict and playful. Mother and fathers frequently have different role in the family. Abera (2017) articulate that, Women are less authoritarian in parenting style than fathers. (Cited Dornbusch et.al., 1987)

Few academic engagement researches have associated mothers and fathers' parenting characteristics jointly or averaged mothers and fathers scores.

(Bronte-Tinkew, et.al., 2006) cited different researchers (Parke, 1996, Lamb, 1997; Maccoby & Martin, 1983) and concluded that, in intact father-present families, the quality of father involvement is significantly correlated to positive outcomes and emotional and intellectual well-

being of children. In addition to this, a study conducted by (Price 2016) associated that authoritative parenting are more important for men than women.

According to (Dornbusch, et al., 1987) the authoritarian patterns, high in demandingness and low in parental responsiveness had different consequences for girls and boys. Girls from authoritarian families were more socially assertive. On the other hand Baumrind concluded that, both children female and male from authoritative parents were social responsible and more independent than other children (cited Baumrind 1971, 1973).

There are several studies conducted on parenting of mothers and fathers separately. According to (Hickman, et al., 2001), the association between authoritarian parenting and GPA is negative for women but positive for men (Weiss and Schwartz 1996, Winter and Yaffe 2000).

As Parker (2018) stated that, Children need both the nurturing style that most mothers bring to the family as well as a more challenging and real-world based style that seem to be innate to fathers. According to Parker (2018) for effective parenting, these two different roles should blend cohesively. Unless, children will get confused and get in to conflict with different expectations from mothers and fathers.

On her blog on 'parenting influenced by gender role', Nicole Kidder, mentioned that, women mostly tend to take the lead in bonding activities such as reading a book or solving a puzzle which require close physical contact. In addition to this, mothers are the one who take ownership of educational and spiritual instructions.

## **2.7 Consistency of Parenting Styles employed by mother and fathers in a household**

Inter-parental agreement on child-rearing practices is becoming more important in the research on child development Winsler, Madigan, and Aquilino (2005).

Growing up in a household with two parents is an advantage during childhood and it continues to be an advantage during adolescence. Similarity of parenting styles may also produce socialization effect. Through the process of mutual influence, husbands and wives may gradually acquire similar perspective on parenting Papalia, Olds and Feldman (1999).

Parents show different types of parenting styles in different issues in the house. A mother may be very serious and authoritarian with her daughter being late but authoritative or even indulgent when it comes to issues such as spending money. A family would be classified as authoritative if one parent displays an indulgent style of parenting (high on responsiveness, low on demandingness) while the other parent is authoritarian (low on responsiveness, high on demandingness). A clear sense of identity formation of adolescents depends most importantly on the kinds of relationships they have had and continue to have with their parents) Simon and Conger (2007).

When there is a rewarding and interactive relationship between the child and both parents, and if both parents provide models of competent problem solving behavior, then the child will more likely to establish a strong sense of identity and confidence (cited Meissner (1971) ; (Peti, et. al., 2002).

Parental consistency play great role in social learning perspective. When children are given consistent expectations about their environment, it helps them to promote learning and help them

to get control over their environment. To the contrary, When parents are inconsistent in their parenting styles, children will develop poor parental bonds and they will end up with anti-social norms, (Bandura1986 .

Inconsistency in parenting styles is generally considered to be a source of negative consequence on children. Socialization and relationship with parents significantly influence in creating consistency and positive behaviors among adolescents (Barns, Hoffman, & Welt, 2006).

Parental inconsistency has a causal link to conduct problem, there include lack of rules, failure to monitor the child and the use of erratic punishment and reward Patterson (1982)

Adolescents with inconsistent parents tended to report a lower academic grade point average than those with parents having a consistent parenting style. Studies showed the extent to which performing various parenting styles are related to delinquency and depression (Simon & Conger, 2007).

In sum, most of the above motioned empirical studies focused on the investigation to the consistency of maternal and paternal parenting style. However, the theoretical literature and some empirical evidence have suggested that, consistency of parenting style needs to be investigated intensively.

## **CHAPTER THREE**

### **METHODS**

#### **3.1. Research Design**

The research design of this study is descriptive survey design. The main concern of the study was to assess the consistency of parenting styles between mothers and fathers. Also the study examined the relationship between the sex of child and parenting styles of mothers and fathers. Therefore, to serve this purpose, descriptive survey design was employed as an appropriate design.

#### **3.2 Population and Sampling Techniques**

The study was conducted in Safari Academy School. The school was selected by using purposive sampling techniques to focus on the students who were from middle class families. The academic fee is relatively large and low-income families cannot afford to send their children to this school. The population of the study was therefore students from Safari Academy, Bole Subcity, and Addis Ababa. Because of the purpose of the study, those children who came from intact households were investigated.

There were seven sections (A-H) of Grade Eight at Safari Academy Elementary School. Each Section consisted of 35 students on average. The study has not included students from one section because the researcher used the students from that section for piloting the instrument.

As there were 212 (male and female) students in the seven sections of Eighth Grade, it would provide adequate size of population for this particular study. Therefore, the study was conducted based on the above mentioned population size.

### **3.3 Research Participants**

In order to screen the subjects with the required family type, subjects were asked to indicate their responses through putting a tick mark alongside a screening question that indicated the type of family they are living with. Accordingly, based on the screening question, seven students reported that they were living in non-intact family. Thus, they were not included in the study. The remaining 197 (100 female and 97 male) students were selected from intact family type through a purposive sampling technique. This was done to make sure that the children were rating both their biological mothers and fathers. This helps to control extraneous factors as in non-intact homes where one of the parents is biological whereas the other is not biological.

### **3.4 Data Collection instrument**

The present study employed questionnaire to gather information from students. The students were asked to rate their parents in terms of two dimensions: Warmth /Love and Control/Demandingness. Accordingly, the Warmth/ love sub scale consisted of 18 items. It measured the extent to which the children perceived their parents as loving, responsive, and involved. The behaviors were rated on a five -point Likert-type scale ranging from 1 (Strongly agree) to 5 (Strongly disagree).In the same manner, the Control/Demandingness subscale also consisted of 18 items to asses parental monitoring and supervision of their children. The responses were made on a five -point Likert-type scale ranging from 1 (Strongly agree) to 5 (Strongly disagree).

### **3.5 Data collection procedure**

The questionnaire was administered to respondents face to face with the help of assistants for 3 consecutive days after class before the morning break time (10; 45 am). Originally, the

questionnaire was prepared in English language. In order to make the participants' understanding of each item of the questionnaire easier, the researcher translated the questionnaire to Amharic language. Moreover, concepts were orally clarified by the researcher before and during the filling of the questionnaire whenever the participants raised questions.

### **3.6 Pilot testing**

Before the final questionnaire was administered, pre testing of questionnaire were conducted on one randomly selected section in order to check the appropriateness of the questionnaire to the children. This helped to check the data gathering tool before the distribution of the questionnaire to the actual subjects of the study. Accordingly, the researcher decided to translate the original questionnaire language from English to Amharic due to noticing misunderstanding the concept of questions among students specifically in the first part of the questionnaire. Also, during the pilot test few students asked clarification on some items. Based on that, modification has been carried out by changing few vague words in a way they understand it better. Finally, the actual data collection was carried out by the researcher with the help of home room teachers.

The estimate of internal consistency reliability among items is done using Cronbach alpha. It is a coefficient ranging between 0.0 (no consistency in measurement) and 1.0 (showing strong consistency). Accordingly, Cronbach alpha for the pilot study (comprising 36 items) was 0.74, which is in the acceptable range.

### **3.7 Data Analysis Procedures**

After the data collection, the researcher checked the questionnaire whether they were completed or not and carried out the data entry With SPSS. The data gathered for this study was analyzed using descriptive statistics (frequency and percentage), cross tabulation and chi-square test.

In order to differentiate the parents based on the score they have counted, the researcher categorized the two dimensions of parenting and four parenting styles based on Maccoby and Martin's (1983) revised parenting style model.

Before dichotomizing the scores on the two subscales, the scores lying around the middle were discarded so as to make the low and high scores on the subscales were relatively not close to each other and thus were relatively different.

### **3.8 Ethical considerations**

In the first place, the researcher went to the school in person to meet the Managing director of the school to ask for permission. After the researcher explained the purpose of the research, Permission was obtained to conduct the research on the condition that it would not affect the teaching learning process.

Before collecting the data, the researcher explained the purpose of the research, confidentiality of the information and anonymity of the respondent to the participants. Also, orientation on how to respond to the questions was provided by the researcher for participants. In addition, the respondents were encouraged to respond honestly to all items as the personal information they provided was going to be used only for the purpose of this study.

## CHAPTER FOUR

### RESULTS

In this chapter findings of the study are presented and analyzed. The first part of the chapter discussed demographic characteristics' of respondents. The remaining section of the chapter was organized based on the objectives for which the study was conducted.

#### 4.1 Demographic characteristics of the participants

As Table 1 indicates, Out of the distributed copies of questionnaire, 197 were found completed and used in the analysis. As shown from the table, 50.8% of the participants were female students and 49.2 % of them were male students. Regarding the age of the participants, 50.7% of the participants were 14 years old. This took the highest number of participants. The second highest number of participants was 13 years old covered 34.8 % of the total participants.

**Table 1: Frequency of Respondents by gender and age**

Variable	Level	N	Percent
Gender	Male	97	49.2
	Female	100	50.8
	Total	197	100%
Age	12	1	0.5
	13	68	34.8
	14	99	50.7
	15	24	11.5
	16	4	2.0
	17	1	0.5
	Total	197	100%

#### 4.2 Parenting styles of fathers

The Parenting style of fathers perceived by their children are presented in Table 2 below

**Table 2: Perceived Paternal Parenting Style**

<b>Parenting style</b>	<b>Frequency</b>	<b>Percent</b>
Neglectful	42	27.5%
Authoritative	41	26.8%
Indulgent	38	24.8%
Authoritarian	32	20.9%
Total	153	100.0

According to table 2, the highest number of participants (27.5 %) observed their fathers as Neglectful, on the second level, 26.8 % of participants perceived their fathers as Authoritative. On the third level, 24.8% of the participants of the study observed their fathers as Indulgent. The lowest percentage of participants (20.9 %) said they have Authoritarian fathers.

The data demonstrate that, there is a slight difference on the percentage of paternal parenting styles. But the difference of the percentage among the parenting styles is not significant.

(  $\chi^2=1.588,df=3, p>.05$ ).

### **4.3 Parenting styles of Mothers**

Participants of the study evaluated their mothers on how they perceived their parenting styles.

The below table showed the percentage of mothers parenting styles.

**Table 3: Perceived Maternal Parenting Style**

<b>Parenting Style</b>	<b>Frequency</b>	<b>Percent</b>
Neglectful	34	21.7%
Authoritarian	38	24.2%
Indulgent	38	24.2%
Authoritative	47	30%
Total	157	100%

As per the result showed on the above table, 30% of participants observed their mothers as authoritative. However, the table showed same percentage of participants (24.2 %) who observed their mothers as Authoritarian and as Indulgent as well. The least percentage of participants (21.7%) said their mothers were Neglectful.

The data prove that, there is a difference on the percentage of maternal parenting styles. However the difference of the percentage among the parenting styles is not significant. ( $\chi^2=2.312,df=3, p>.05$ ).

#### 4.4 Consistency of parenting styles employed by fathers and mothers

Mothers and fathers were evaluated by their children on how they perform their parenting style in a house hold. The table below presented the cross tabulation on Maternal parenting styles versus paternal parenting styles.

**Table 4: Cross tabulation on Maternal parenting style versus paternal parenting style**

Maternal Parenting Style	Paternal Parenting Style				Total
	Neglectful	Authoritarian	Indulgent	Authoritative	
Neglectful	<b>8</b>	4	2	4	18
Authoritarian	11	<b>16</b>	1	3	31
Indulgent	8	2	<b>22</b>	2	34
Authoritative	4	1	4	<b>29</b>	38
Total	31	23	29	38	<b>121</b>

75 out of 121(62%) children perceived style. their mothers and fathers exercising the same parenting style. In other words, according to the children's ratings, 62 percent of the parents were

consistent in the parenting style they exercised. Thus the majority of children who participated in this study perceived both of their parents as using the same parenting

More specifically, 29 of the 75 (38.7%) children perceived both of their parents as authoritative. Besides, 22 out of 75 (29.3%) perceived both of their parents as indulgent whereas 16 out of 75 (21.3%) perceived their parents as authoritarian. Finally, 8 out of 75 (10.7%) perceived both of their parents as neglectful.

Overall, among the parents who are perceived to be consistent, slightly more than two-thirds were either authoritative or indulgent, the remaining one-third being authoritarian or neglectful.

The data show that parenting styles has statistical significance difference on the consistency of parenting ( $\chi^2=102.798$ ,  $df=9$ ,  $P<.05$ )

#### 4.5. Do parenting of fathers differ significantly due to sex of the child?

Parenting styles of fathers were tested if there was any difference in the parenting of their female children versus their male children. The Table 6 below showed us the percentage of fathers parenting styles and sex of the children.

**Table 5: percentage of Paternal parenting style and sex of the child**

Paternal Parenting Style	Sex of the Child				Total	
	Female		Male			
	N	%	N	%	N	%
Neglectful	21	50	21	50	42	27.4
Authoritarian	17	53.1	15	46.8	32	20.9
Indulgent	17	44.7	21	55.2	38	24.8
Authoritative	26	63.4	15	36.5	41	26.7
Total	81		72		153	

As per the above table, 26 out of 41(63.4%) fathers found to be Authoritative for their daughters whereas 15 out of 41(36.5%) are for their sons.17 out of 32(53.1%) fathers are authoritarian for their daughter while 46.8% of them to their Sons. Out of 38 Indulgent fathers,21 of them are Indulgent for more sons while 17 of them are to daughters. Based on the above data, Neglectful fathers are equally neglectful for both genders.

According to the chi square result, the data show that paternal parenting does not differ due to the sex of the child ( $\chi^2=2.978$ , df, 3,  $P>.05$ )

#### 4.6 Do parenting of mothers differ significantly due to sex of the child?

In the same manner, the parenting styles of mothers were evaluated by their children to see if mothers do their parenting differently due to the sex of the children or not. The below table presented the percentage of Maternal parenting styles based of the sex of the children.

**Table 6: Percentage of Maternal parenting style and sex of the child**

Maternal Parenting Style	Sex of the Child				Total	
	Female N	%	Male N	%		
					N	%
Neglectful	16	47	18	52.9	34	21
Authoritarian	16	42.1	22	57.8	38	24.2
Indulgent	16	42.1	22	57.8	38	24.2
Authoritative	29	61.7	18	38.2	47	29.9
Total	77		80		157	

The result in the above table showed that, 61.7% of mothers are authoritative for their daughters while 38.2% of them are to their sons. On the other hand, 18 out of 34 mothers are neglectful for their sons whereas 16 of them are to their daughters. Based on the above data, 22 out of 38 mothers are Authoritarian and Indulgent more for their sons than to their daughters.

Based on the chi square result, the data show that maternal parenting does not differ due to the sex of the child ( $\chi^2=4.531$ , df, 3,  $P>.05$ )

## **CHAPTER FIVE**

### **DISCUSSION**

The study was intended to examine if parents in intact family were consistent with their parenting style in a family and to describe the effect of parenting style on their children. In order to attain the desired objectives, questions were set, dependent and independent variables were defined, tools for data collections were developed and finally the data was analyzed and interpreted.

#### **5.1 Parenting styles of Fathers**

As per the data gathered from the participants of the present study, the highest number of participants observed their fathers as Neglectful parent. The second highest number of participants observed their fathers as authoritative, on the third level, participants observed their fathers as indulgent and few numbers of participants observed their fathers as authoritarian father.

Findings of this study happen to be similar with findings of Dame (2014) indicated that fathers' involvement in childrearing tasks was minimal and they were less involved than mothers in child rearing activities and household chores. Dame Cited ( Bonney et al. ,1999) pointed out that in all societies of the world fathers' role in caregiving is insignificant since culture assigns different roles to fathers and mothers. Again this researcher also cited another researcher from Uganda (Nkwake, 2009) with the similar finding of very low paternal involvement in child rearing practice. According to the conclusion of Dame (2014), fathers consider their selves as a breadwinner of the family and which influences the level of father's involvement in child care activities.

Likewise, the study findings appear to be supportive of the findings of George and Rajan (2002) state that parents because of many different reasons may not be available to their children when they are in problems. This lack of responsiveness has negative impact on their children.

Generally, the present study result showed that, most fathers were found to be Neglectful to their children. Neglectful parents do not participate in shaping their teens' actions; As a result, children are allowed to make many decisions without parental input.

## **5.2 Parenting styles of Mothers**

According to this study, Authoritative parenting style was found to be the highest practiced parenting style by mothers followed by Indulgent parenting style. In addition, the two remaining parenting styles (Authoritarian and Neglectful parenting styles) were reported as Mothers Parenting styles consecutively. Consistent with this finding, Abesha (2013) reported Authoritative parenting style as the dominant parenting style in Ethiopia. Also, a study conducted by Henock (2014) reported that an authoritative parenting style was found to be the most commonly practiced parenting style followed by a neglectful parenting style. In addition, a study conducted by Kassa (2005) reported similar findings that Authoritative parenting style is the most predominantly parenting styles in Ethiopia. To the knowledge of the researcher, Studies conducted in parenting area concluded their findings by assuming both parents as the same. Hence, in a society like Ethiopia, where there is traditionally defined sex-roles, there is a traditional family structure in which mothers are generally perceived as housewives and fathers are perceived as bread-winners, and the role of child care-giving is considered as an activity totally left to mothers.

Accordingly, the researcher considered the above findings that Authoritative parenting styles reported as a predominantly parenting style in Ethiopia, as a consistent finding with the present

study. Generally, Authoritative parenting style is the dominant parenting style practiced by mothers followed by Indulgent parenting style.

### **5.3 Consistency of parenting styles employed by fathers and mothers**

The major objective of the present study was to examine the consistency of parenting styles employed by mothers and fathers in intact households. The study revealed that, among the four parenting styles (Authoritative, Authoritarian, indulgent and neglectful), parents who were observed as Authoritative parents employed their parenting style consistent followed by Indulgent, Authoritarian and Neglectful parents consecutively. According to several local researches conducted in the area of parenting Henock (2014), Sileshi and Sintayehu(1998), Kassa (2014) and Habesha (2013), Authoritative parenting styles has been found as one of the predominantly parenting style practiced in Ethiopia.

Similar to the present study finding, a study conducted by Sileshi and Sintayehu(1998) explained that, low rate of problem behavior reported among students from authoritative families. They explained that authoritative families were consistent in their parenting styles. The researchers cited (Hetherington and Parke, 1979), when both parents were consistent in their parenting styles, lower rates of delinquency have been found in homes. Authoritative parents were consistent in providing their children a reasonable and predictable basis for learning to regulate their behavior. As a result, children are more stable comparing to children who were reared by non-authoritative families. Also, a study finding by Maccoby and Martin (cited in Markos 1996) indicated that parental treatment and child rearing practices through uniform and continuous, parental warmth are each associated with positive developmental outcomes and effective in academic performance.

As it was mentioned in the above session of the study, to the knowledge of the researcher, there was no a specific study conducted on how consistent parents are in their parenting styles, in line with this, a study conducted by Darling and Steinberg (1993) claimed that it is difficult to categorize a parent into a single parenting typology. Indeed, for example, the mother may display an authoritative style while the father favors a more permissive approach. In asserting this Chao (2001) reasoned that the difference was mainly due to parents might use more than one type of parenting style at different times and with different children in a single family.

As the main objectives of the study was on the consistency of parenting styles in intact family households, the researcher come up with the conclusion that, authoritatively reared children received a balanced way of life style from their parents. Their parents were consistent, with their love, warm and demandingness. The way the authoritative parents nurture their children friendly way, helps the children to behave accordingly. As children know what is expected from their side, their life seems more stable.

To the contrary, Neglectful parents found to be less consistent with their parenting styles. When a parents lack consistency with their own approach from day-to-day, it can mean they are questioning their own decisions and are less likely to follow through with rules. It can cause children to develop attachment issues. Children could find it difficult to see who as a reliable source of comfort and it might be associated with a range of social, behavioral and emotional problems for them.

#### **5.4 Do parenting of Fathers' differ significantly due to sex of the child**

The test results indicated that there is no statistically significant difference between male and female children on parenting styles of fathers. This tells that parenting of fathers does not vary on account sex of child. However, a study conducted by Price (2016) associated that authoritative parenting are more important for men than women.

Even though the numbers are not significant, when we see the parenting of fathers with the eyes of different parenting styles, we can see that fathers are more authoritative for their female children. Authoritarian fathers also, more authoritarian for their Female child than to their male child. On the other hand, Indulgent fathers are more indulgent to their male child comparing to their female child. However, Neglectful fathers are neglectful equally for both genders of their children.

This finding is consist with other local research conducted by Sileshi and sintayehu (1998), their findings are consistent on saying that more parents are warm, loving, controlling, and demanding toward daughters than toward sons. Also, parents are less acceptant, more demanding, and more hostile toward sons than toward daughters.

Abesha (2012) ,explained the predominance of Neglectful parenting style for high school aged males by saying that when males enter high school the parents may believe that their sons can manage themselves, and thus they reduce their control as well as their close relationships (cited in Kassahun ,2005).

#### **5.5 Do parenting of mothers' differ significantly due to sex of the child?**

The test result showed that, there is no statistically significant difference in the score on parenting styles of mothers due to sex of their children. This implies that; parenting styles of

mothers does not vary on the account the sex of the child. However, even though the difference is not significant, its well visible that, An Authoritative mothers are more authoritative (combine warmth and support with enforcement of rules) to their female child comparing to their male child. Also, the result showed that, Neglectful mothers are more neglectful (who are low on both demandingness and responsiveness are labeled uninvolved) to their male child. On the other hand, Authoritarian and Indulgent mothers are more Authoritarian and Indulgent to their male child than to their Female child.

This tells us that, girls (female) children are given more attention by their mothers comparing to male children. Similar to this, Chao and Seng, 2002cited India (1988), mothers, particularly those with few financial means who work outside the home, relied more heavily on their daughters than sons to fulfill the responsibilities that they were unable to do themselves.

On the other hand, Abesha (2012) cited Kassahun (2005) , he explained most of neglectful parenting style for adolescent male children by thinking that their sons are old enough to manage themselves, and accordingly they reduce their control as well as their close relationships.

The above previous local research findings implies that, most male children especially when they grow up, they are vulnerable to be raised under the neglectfully category of parenting.

## CHAPTER SIX

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 6.1 Summary of finding

In this chapter major findings of the study were summarized, draw conclusions, and makes relevant recommendations for parents and concerned bodies on the consistency of parenting style in a household. The study also aims to answer research questions raised as a problem statement in chapter one of this thesis paper.

Based on the result of the study, the following findings were drawn

- ❖ Neglectful parenting style was found to be the most commonly practiced parenting style by fathers of participated children in this study followed by Authoritative parenting style. The highest number of participants perceived their fathers as low in demanding and responsive as well.
- ❖ The test result showed that, the highest commonly practiced parenting style by the mothers of the participants were , Authoritative parenting style followed by Indulgent and Authoritarian parenting style . The highest number of mothers reported as child centered, reasonably demanding, more responsive also they combine warmth and love, and they allow their children to freedom with consistent rule and boundaries.
- ❖ There was a statistically significant difference in the scores between parenting styles and consistency of parents. The finding of this research showed that, among the four fold parenting styles, parents who were perceived as an Authoritative mothers and fathers, employed consistent parting styles in a household followed by Indulgent parents. To the contrary, the research revealed that, Mothers and fathers who were perceived as

Neglectful (who are not demanding and also they do not expecting from their children), show less score on the consistency of parenting style in a family.

- ❖ Result of test showed that, Authoritative fathers were found to be more Authoritative for their Female child followed by Authoritarian fathers. However an Indulgent and Neglectful fathers were more Indulgent and Neglectful to their male child. Nevertheless, a statistically significant relationship between fathers parenting style and sex of child was not observed. This implies that the parenting styles of fathers do not vary on account the sex of the children.
- ❖ Likewise the fathers, Mothers also were found to be More Authoritative for their female child. However, unlike the fathers, Mothers who were perceived as Neglectful, Authoritarian and Indulgent found to be more neglectful, authoritarian and Indulgent to their male child than to their female child. However, a statistically significant relationship between Mothers parenting style and sex of child was not observed. This implies that the parenting style of mothers does not vary on account the sex of the children.

## 6.2 Conclusion

Based on the major finding of the study, the following conclusions were reached.

Among the participants whose age group was between 12-17, they perceived their fathers as Neglectful and to the contrary, they perceived their mothers as Authoritative parent. Tests were made to see if parenting of fathers and mothers differ due to the sex of the child, based on the result, Authoritative fathers were found to be more of authoritative for their female child and the neglectful fathers were neglectful for both gender of child. On the other hand, result revealed that, mothers who were perceived as Authoritative showed more authoritativeness to their female child and those who were perceived as neglectful mothers, were more neglectful to their male child than their female child. However, as a result, a statistical significant difference was not observed for the parenting styles of both parents versus the sex of the child. This tells that, parenting of mothers and fathers do not vary on account sex of child.

According to the main objective of the study, the researcher examined how consistent were mothers and fathers in their parenting styles in a family. Therefore, the result indicated that, parents who were perceived as Authoritative parents employed consistent parenting style. To the contrary, parents who were perceived as Neglectful, do not show consistency on their parenting styles.

### 6.3 Recommendation

Variety of suggestions have to be offered in order to enhance the understanding of parents on the consequences of parenting inconsistency in their parenting journey. Accordingly, it would be important to recommend some suggestion for parents, policy makers, schools administrators , social psychologists and others concerned bodies as to help and develop effective parenting skills and improve parenting practices.

Hence in line with the findings, the researcher would like to recommend some suggestions

- Concerned bodies should provide awareness for parents about the importance of consistency of parenting in their child-rearing practices and facilitate the conditions which are essential to help parents to have effective parenting skills.
- School administrators should take part in facilitate cooperative involvement and communication among parents and schools for the purpose of helping parents to get awareness about the importance of employing consistent parenting style in a family.
- Faith based organizations should consider including adequate knowledge about good parenting in their teachings.
- Governmental and Non-Governmental organizations should facilitate programs regarding parenting skill in all community. At the health center, schools, religious institutions, markets places, community meetings (“equb”, “Idir” and “Mahiber” ) and other public gatherings can be used as intervention mechanisms to address and integrate the concept of quality child rearing practice.

- Social psychologists who are very interested in family related issues, should take part in teaching the society through social media, broadcasting media( by using television and radio dramas) and talk shows.
- This study is not the final solution to solve the problems and consequences of parenting style inconsistency in a family. The researcher recommends intellectuals to study the topic in a broader and deeper manner.

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**APENDIX A**  
**Addis Ababa University**  
**School Of Psychology**  
**Questionnaire**

This questionnaire is designed to collect information and investigate on how the difference/sameness of parenting styles employed by mothers and father influence the children in a family setting.

Your genuine response to this questionnaire has significant contribution to solve the issue. Since the quality and success of this study depends on the validity and reliability of the information you provide, you are kindly requested to complete each item of the scale and return the questionnaire.

The information will be confidentially used only for the desired objective of the research. I would like to assure you that your responses will be used only for academic research

And yet, you have full right to be or not to be part of this research.

No need to write your name on the questionnaire.

Thank you, in advance, for your assistance and timely responses.

Part –one

Background Information

Direction: The following questions aim to collect personal information about you. Please write the necessary information or put a tick mark on the blank space provided?

1. Section: \_\_\_\_\_
2. Sex : Female
3. Age: \_\_\_\_\_
4. Are you living with both of your biological parents?  
Yes  No
5. Which number consist the educational status of your family?
  1. Read/write
  2. 12 complete
  3. Diploma
  4. First degree
  5. Master's degree and above
6. What is the livelihood of your mother /father?

Mother	father
1. Merchant	
2. Government worker	
3. NGO employee	
4. PLC employee	
5. Has no job	
6. Other	

7. What is your parents income ( please write the number which refer the level of your parents under their category)

Mother

father

1. > 1000
2. 1000-3000
3. 3000-5000
4. 5000-10,000
5. Above 10,000

8. What was your rank in last semester?

1. From 1<sup>st</sup> to 5<sup>th</sup>
2. 5<sup>th</sup> to 10<sup>th</sup>
3. 10<sup>th</sup> to 15<sup>th</sup>
4. 15<sup>th</sup> to 20<sup>th</sup>
5. 20<sup>th</sup> to 40<sup>th</sup>

9. Which of the following subject you score good result?

1. English
2. Math
3. Biology
4. Geography/Social

10. Do you have siblings? Yes  No

11. If your answer is yes for question #10, do you think your mother/father is more in to your siblings?

Father

mother

1. For my sisters
2. To my brothers

**Part – two**

Direction: Read the following questions carefully and circle the answer that best describes you and your family. Since there will not be a right and wrong answers to the questions, feel free to respond honestly to all the questions

1 ---Strongly agree    2---Agree    3---Medium    4---disagree    5-- strongly disagree

My Father .....							My Mother .....				
1	2	3	4	5		1) I am expected to Respect orders.	1	2	3	4	5
1	2	3	4	5		2) I am appreciated to share and discuss my worries and problems.	1	2	3	4	5
1	2	3	4	5		3) I have a very close follow up from my mother/father on how I should dress.	1	2	3	4	5
1	2	3	4	5		4) My mother /father yell on me without any precaution.	1	2	3	4	5
1	2	3	4	5		5) My mother/father encourages me to be successful in what I do.	1	2	3	4	5
1	2	3	4	5		6)My mother/father respect my personal life.	1	2	3	4	5
1	2	3	4	5		7)I get punish when I made mistakes.	1	2	3	4	5
1	2	3	4	5		8)I get enough freedom.	1	2	3	4	5
1	2	3	4	5		9)I am obligated to do whatever I order without any questions.	1	2	3	4	5
1	2	3	4	5		10.My mother/father encourages me to share how my day was.	1	2	3	4	5
1	2	3	4	5		11)My mother/father believes that, I can do to the maximum of my potential	1	2	3	4	5
1	2	3	4	5		12) My mother/father encourages me to share my ideas in family discussion	1	2	3	4	5
1	2	3	4	5		13)I am confident that my mother /father will be my great help when I am in trouble.	1	2	3	4	5
1	2	3	4	5		14)I get guide how to do my work	1	2	3	4	5
1	2	3	4	5		15) My mother/father pay attention for my ideas	1	2	3	4	5
1	2	3	4	5		16) My mother /father has high control on me to have good manner.	1	2	3	4	5
1	2	3	4	5		17) My mother/father follows up with me to put high effort in all what I do.	1	2	3	4	5

1	2	3	4	5	18) My mother /father shows me direction to handle my work in a better way	1	2	3	4	5
1	2	3	4	5	19) My mother/father appreciates my effort to be independent.	1	2	3	4	5
1	2	3	4	5	20) When I do something what my mother/father don't like , she/he yell at me	1	2	3	4	5
1	2	3	4	5	21) My mother/father spends good time with me	1	2	3	4	5
1	2	3	4	5	22) My mother/father yell on me without a reason	1	2	3	4	5
1	2	3	4	5	23) My mother/ are very friendly	1	2	3	4	5
1	2	3	4	5	24) While I am disagreeing with ideas, my mother/father encourages me to explain my thoughts freely	1	2	3	4	5
1	2	3	4	5	25) When my mother /father saw there is unpleased behavior, she/he addressed the problems by shouting on me	1	2	3	4	5
1	2	3	4	5	26) My mother/father take care too much	1	2	3	4	5
1	2	3	4	5	27) My mother/father asked who my friends are.	1	2	3	4	5
1	2	3	4	5	28) When there is family planning, My mother/father wants me to participate in	1	2	3	4	5
1	2	3	4	5	29) When I get home late, my mother/father asked me the reason	1	2	3	4	5
1	2	3	4	5	30) The subject I study is determined by my mother/father	1	2	3	4	5
1	2	3	4	5	31) I get control how I should spend my free time	1	2	3	4	5
1	2	3	4	5	32) I am encouraged to think independently	1	2	3	4	5
1	2	3	4	5	33) I am strictly told to have respect for older people	1	2	3	4	5
1	2	3	4	5	34) When I score good grade, my mother/ father celebrate with me	1	2	3	4	5
1	2	3	4	5	35) When there is family base activities, my mother/ father told me that its my obligation	1	2	3	4	5
1	2	3	4	5	36) Whenever I have communication with older people, My mother/father always tell I have to show good manner	1	2	3	4	5

## APENDIX B

### አዲስ አበባ የኔቨርሲቲ

### የሳይኮሎጂ ትምህርት ተቋም

### መጠይቅ

ይህ መመሪያ የተዘጋጀው በት ውስጥ ወላጆች (እናት እና አባት) የሚከተሉት የልጅ አስተዳደግ ዘዴዬ አንድ አይነት አሊያም የተለያየ መሆኑን መረጃ ሰብስቦ ለ ማጣራት እና ያለውን ተፅዕኖ ለመመርመር ታስቦ ነው።

የአንተ/ቺ ትክክለኛ ምላሽ ትልቅ አስተዋፅኦ ስላለው ለዚህ ጥናት የተሳካ መሆን በ ምትሰጠው/ጨው የመረጃ ትክክለኛነት ላይ የተመሠረተ ነው። ስለሆነም በ መጠይቁ ላይ ያለውን ጥያቄ በተገቢው ሁኔታ በ መሙላት መልስ/ሽ።

በዚህ መጠይቅ ላይ ያለው መረጃ በሙሉ ለዚህ ጥናት አላማ ብቻ የሚውል ሲሆን፤ ማንኛውም መረጃ ሚስጥራዊነቱ የተጠበቀ ነው።

ይህንን መረጃ የመሙላትም ሆነ ያለመሙላት ሙሉ መብት አለህ/ሽ።

በመጠይቁ ላይ ስም ማስፈር አያስፈልግም።

ስለትብብርህ/ሽ በቅድሚያ አመሰግናለሁ።

**የወላጅ የልጅ አስተዳደግ ባህርይ**

መመሪያ 1 :-ከዚህ በታች የተዘለዘገገው መጠይቅዎች : ስለግል ህይወትህ የሚያስረዱ ናቸው:: ትክክለኛ የሆነውን መልስ ምልክት በማስቀመጥ መልስ::

- 1) ክፍል \_\_\_\_\_
- 2) ያታ \_\_\_\_\_
- 3) ዕድሜ \_\_\_\_\_
- 4) ከሁለቱም ወላጆችህ ጋር ነው የምትኖረው? አዎን \_\_\_\_\_ አይደለም \_\_\_\_\_
- 5) የወላጆችህ/ሽ የትምህርት ደረጃ የሚገልጠውን ቁጥር የትኛው ነው \_\_\_\_\_

አባቴ ----- እናቴ-----

- 1) ማንበብ/መጻፍ
- 2) እስከ 12ኛ
- 3) ከዲፕሎማ በላይ
- 4) የመጀመሪያ ዲግሪ
- 5) ማስተርስ እና ከዛ በላይ

6. የወላጆችህ/ሽ የሥራ ሁኔታ የሚገልጠውን ቁጥር የትኛው ነው.

- 1. ነጋዴ
- 2. የመንግስት ሰራተኛ
- 3. መንግስታዊ ያልሆነ ድርጅት ተቀጣሪ
- 4. የግል ድርጅት ተቀጣሪ
- 5. ስር የለውም /የላትም
- 6. ሌላ ካለ ግለጥ/ጭ

7 የወላጆችህ/ሽ የገቢ ሁኔታ የሚገለጠው ቁጥር የትኛው ነው.

- 1. ከ1000 በላይ
- 2. ከ 2000 እስከ 3000
- 3. ከ 3000 እስከ 5000
- 4. ከ 5000 እስከ 10000
- 5. ከ 10000 በላይ

8 ባለፈው ሴምስተር የትምህርት ደረጃህ/ሽ ምን ነበር

- 1.ከ 1ኛ እስከ 5ኛ
- 2. ከ 5ኛ እስከ 10ኛ
- 3. ከ 10ኛ እስከ 15ኛ
- 4. ከ 15ኛ እስከ 20ኛ

5. .h 20ኛ እስከ 40ኛ

9. ከዚህ በታች ከተዘረዘሩት የትምህርት አይነቶች በየትኛው የተሻለ ውጤት አሳይተዎት/ሻል

1. በእንግሊዝኛ

2. በሒሳብ

3. ባይሎጂ

4. ጂኦግራፊ

10. ወንድም ወይም እህት አለህ/ሽ

አዎን አለናኝ \_\_\_\_\_

አይ የለኝብ \_\_\_\_\_

11. የ10 ኛው ጥያቄ አዎን አለኝ ካልሆነ/ሽ አባቴ /እናቴ እቤት ውስት የሚያደላው / የምታደላው

አባቴ \_\_\_\_\_

እናቴ \_\_\_\_\_

1. ለእህቴኛ

2. ለወንድሞኛ

**መመሪያ 2** :የእናትህ/ሽን እና የአባትህ/ሽን የልጅ አስተዳደግ ባህሪ ምን እንደ ሚመስል ያንተን/ቼን ሃሳብ ይገልጻል የምትለውን/ይውን የስምምነት ደረጃ በያዘው ቁር ላይ በማክበብ ለአባትህ በስተ ግራ በኩል እንዲሁም ለእናትህ በስተቀኝ በኩልአስቀምጥ/ጪ::

**መግለጫ:** 1) በጣም ከፍተኛ 2) ከፍተኛ 3) መካከለኛ 4) ዝቅተኛ 5) በጣም ዝቅተኛ

አባቴ.....						እናቴ.....				
1	2	3	4	5	4) የቤተሰብ ትዕዛዝን ማክበር እንዳለብኝ ከኔ ብዙ ይጠባቃል/ ትጠባቃለች::	1	2	3	4	5
1	2	3	4	5	5) ስጋቶቼን እና ችግሮቼን ለውይይት እንዳቀርባቸው ያነሳሳኛል/ታነሳሳኛለች::	1	2	3	4	5
1	2	3	4	5	6) አለባበሴን አስመልክቶ ይቆጣጠረኛል/ትቆጣጠረኛለች::	1	2	3	4	5
1	2	3	4	5	7) አባቴ/እናቴ ያለምንም ቅድመ ማስጠነቀቂያ ለቁጣ ይቸኩላል/ትቸኩላለች::	1	2	3	4	5
1	2	3	4	5	8) በምሰራው ስራጠንካራ ሰው እንድሆን ያበረታታኛል/ታበረታታኛለች::	1	2	3	4	5
1	2	3	4	5	9) ግላዊ ህይወቴን ያከብርልኛል/ታከብርልኛለች::	1	2	3	4	5
1	2	3	4	5	10) መጥፎ ባህሪ ሳይ ይቀጣኛል/ትቀጣኛለች::	1	2	3	4	5
1	2	3	4	5	11) በቁየሆነገገነት ይሰጠኛል/ትሰጠኛለች::	1	2	3	4	5
1	2	3	4	5	12) ያዘዘኝን/ያዘዘችኝን ስራ ያለምንም ጥያቄ እንድሰራው ያስገድደኛል/ታስገድደኛለች::	1	2	3	4	5
1	2	3	4	5	13) ውሎዬን በግልፅነት እንዳወራው/ት ያበረታታኛል/ታበረታታኛለች::	1	2	3	4	5
1	2	3	4	5	14) የተቻለኝን ያህል መስራት እንዳለብኝ ያምናል/ታምናለች::	1	2	3	4	5
1	2	3	4	5	15) ውይይት ላይ ሃሳቤን እንድገልፅ ያበረታታኛል/ታበረታታኛለች::	1	2	3	4	5
1	2	3	4	5	16) በችግር ጊዜ እንደሚረዳኝ/እንደምትረዳኝ እተማመን/ባታለሁ::	1	2	3	4	5
1	2	3	4	5	17) ስራዎችን እንዴት እንደምሰራ ይቆጣጠረኛል/ ትቆጣጠረኛለች::	1	2	3	4	5
1	2	3	4	5	18) እኔ በማነሳው ሀሳብ ላይ ትኩረት ሰጥቶ/ታ ያዳምጠኛል/ታዳምጠኛለች::	1	2	3	4	5
1	2	3	4	5	19) ጥሩ ስነምግባር እንዲኖረኝ ከፍተኛ ቁጥጥር ያደርግብኛል/ ታደርግብኛለች::	1	2	3	4	5
1	2	3	4	5	20) በምሰራው ስራ ከፍተኛ ጥረት እንዳደርግ ይከታተለኛል/ትከታተለኛለች::	1	2	3	4	5
1	2	3	4	5	21) ስራን በተሻለ መንገድ እንድሰራ አቅጣጫን ያመላክተኛል/ታመላክተኛለች::	1	2	3	4	5
1	2	3	4	5	22) ራሴን ለመቻል ጥረት ሳደርግ ያደንቀኛል/ታደንቀኛለች::	1	2	3	4	5
1	2	3	4	5	23) የሚጠላውን/የምትጠላውን ተግባር ስሰራ ይቆጣኛል/ ትቆጣኛለች::	1	2	3	4	5
1	2	3	4	5	24) ከኔ ጋር በማውራት ጥሩ ጊዜ ያሳልፋል/ታሳልፋለች::	1	2	3	4	5
1	2	3	4	5	25) በትንሽ በትልቁ ጥፋት ይቀጣኛል/ትቀጣኛለች::	1	2	3	4	5
1	2	3	4	5	26) እኔና አባቴ/እናቴ እንቃለዳለን::	1	2	3	4	5
1	2	3	4	5	27) ከቤተሰብ ጋር በማያስማማ ሀሳብ የተሰማኝን ስሜት በነፃነት እንድገልፅ ያበረታታኛል/ታበረታታኛለች::	1	2	3	4	5
1	2	3	4	5	28) እኔ ላይ መመልከት የማይፈልገውን/የማትፈልገውን መጥፎ ባህሪ በቁጣ ስሜት ይነግረኛል/ትነግረኛለች::	1	2	3	4	5
1	2	3	4	5	29) ከራሱ/ከራሷ በላይ ለኔ ይጨነቃል/ትጨነቃለች::	1	2	3	4	5
1	2	3	4	5	30) ጓደኞቼ እነማን እንደሆኑ ይጠይቀኛል/ትጠይቀኛለች::	1	2	3	4	5
1	2	3	4	5	31) የቤተሰብ ዕቅድ ሲዘጋጅ የኔን ፍላጎት ያካትታል/ታካትታለች::	1	2	3	4	5
1	2	3	4	5	32) ወደቤት ስመለስ ከዘገየሁ ምክንያቱን ይጠይቀኛል/ትጠይቀኛለች::	1	2	3	4	5
1	2	3	4	5	33) የማጠናውን የትምህርት ዘርፍ የሚወሰነው በአባቴ/በእናቴ ምርጫ ነው::	1	2	3	4	5
1	2	3	4	5	34) የእረፍት ጊዜዬን እንዴት እንደ ምጠቀም ይቆጣጠረኛል/ ትቆጣጠረኛለች::	1	2	3	4	5

1	2	3	4	5	35) ራሴን ችዬ እንዳሰብ ይገፋፋኛል/ትገፋፋኛለች።	1	2	3	4	5
1	2	3	4	5	36) ከትልልቅ ሰዎችን ማክበር እንደሚገባ በአጽኖት ይነግረኛል/ ትነግረኛለች።	1	2	3	4	5
1	2	3	4	5	37) በትምህርቴ ስኬታማ ውጤትን ሳስመዘግብ ደስታዬን ከኔ ጋር ያከብራል/ ታከብራለች።	1	2	3	4	5
1	2	3	4	5	38) ቤተሰባዊስራበጋራሲሰራመሳተፍግዴታዬመሆኑንይነግረኛል/ ትነግረኛለች።	1	2	3	4	5
1	2	3	4	5	39) ከትልልቅሰዎችጋርበማደርገውግንኙነትመልካምባህርይማሳየትእንዳለብኝይነግረኛል /ትነግረኛለች።	1	2	3	4	5